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ABSTRACT

Designed to introduce concepts in international trade and global economics to upper elementary and secondary level students, this simulation activity engages students in the group task of assembling flashlights. A variety of topics can be explored, such as energy shortages, international crises, relationships between rich and poor nations, foreign diplomacy, interdependence, cross-cultural communication, and global systems. The activity creates a miniature three-nation world that typifies, and at the same time simplifies, the interaction and conflict that take place among three kinds of nations today: (1) energy rich/low technological level; (2) high technological level/energy poor; and (3) some energy resources/highly industrialized. The activity simulates actions and feelings found in the global marketplace, although no existing nation is actually being represented. Because student reactions are genuine and sometimes intense, debriefing and discussion are essential elements of the activity. (DB)

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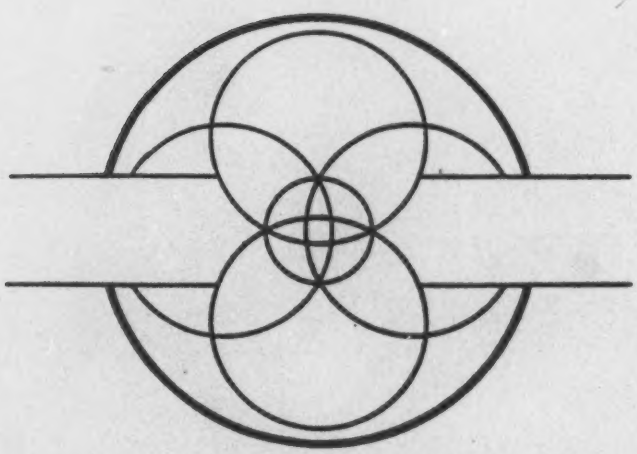
LIVING IN A GLOBAL AGE



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STANFORD PROGRAM ON
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SPICE

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STANFORD PROGRAM ON INTERNATIONAL AND CROSS-CULTURAL EDUCATION

SPICE

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The Stanford Program on International and Cross-Cultural Education (SPICE) represents a long-term effort by Stanford University to improve international and cross-cultural education in elementary and secondary schools. The program traces its origins to 1973 with the initiation of the Bay Area China Education Project, an effort to upgrade teaching about the People's Republic of China. Subsequently, parallel projects on Japan, Africa, Latin America, Western Europe, and the Soviet Union and Eastern Europe were established, and together with the China Project, became the nucleus of SPICE. SPICE also offers services in the fields of geography and foreign language.

In 1979, SPICE joined with two other international resource organizations–The World Affairs Council of Northern California and Global Educators–to form the Bay Area Global Education Program (BAGEP), an international studies resource consortium serving K-12 schools and districts in the San Francisco area. In 1986, Stanford University, in cooperation with the World Affairs Council and Global Educators, was selected to manage the California International Studies Project (CISP), a legislatively-based (AB 2543) statewide network of international resource centers for which BAGEP serves as a model. SPICE is the curriculum development and materials resource arm of CISP.

Sponsorship

SPICE is sponsored by the Institute for International Studies and the School of Education at Stanford University.

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LIVING IN A GLOBAL AGE

A Simulation Activity

for

Upper Elementary and Secondary Level Students

Produced by:

SPICE/Stanford Program on International
and Cross-Cultural Education

Stanford University

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ACKNOWLEDGEMENTS

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INTRODUCTION

A highly motivating way to introduce concepts in international trade and global economics, this simulation engages students in the group task of assembling flashlights. A variety of topics may be explored, such as energy shortages, international crises, relationships between rich and poor nations, foreign diplomacy, interdependence, cross-cultural communication, and global systems.

The activity creates a miniature three-nation world that typifies, and at the same time simplifies, the interaction and conflict which take place among three kinds of nations today: 1) energy rich/ low technological level, 2) high technological level/ energy poor, and 3) some energy resources/ highly industrialized.

As with any simulation, the opportunity to learn experientially stimulates student interest. The activity simulates actions and feelings found in the global marketplace, although no existing nation is actually being represented. Because student reactions are genuine and sometimes intense, the debriefing and discussion are essential elements of the activity.

Objectives

Students will:

- o understand the need for international trade;
- o experience the need for cooperation and effective communication skills when trying to solve problems (in this case, negotiating for the parts necessary to assemble a working flashlight);
- o describe behaviors from their own perspective and recognize the different perspectives of other groups;
- o express how it feels to play the role of citizen, leader, diplomat, or monitor in a simulated three-nation world;
- o discuss how group values, goals and perceptions affect a group's ability to communicate with another group; and,
- o discuss how their experience in the simulation parallels the ways nations relate in the real world.

Grade Level

5-12

Time

2-3 days, including teacher preparation

Materials

3 identical two-battery flashlights* (make sure they work!)
3 large manila mailing envelopes labeled A, B, C
3 student handouts (Student Handout #1)
3 student monitor role sheets (Student Handout #2)
3 transaction record sheets (Student Handout #3)
6 nametags: 2 labeled "Diplomat A", 2 labeled "Diplomat B", and 2 labeled "Diplomat C"
12 cards marked "50", each representing 50 units of money
3 signs to label negotiating sites: A/B, B/C, C/A
blackboard and chalk, or newsprint and marker pens

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* The flashlight parts listed in this unit come from an Eveready "Commander Magnet Flashlight" (made by Union Carbide, 1 California Street, San Francisco, CA 94111, reorder #5951BP). The required parts for one flashlight are two batteries, one bulb, one case, one reflector, one top, one connector ring, and one lens.

Preparation

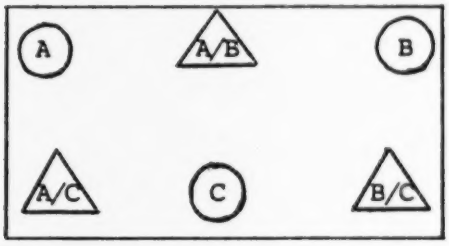
Before doing the simulation, prepare the following:

- Disassemble each flashlight into its component parts. Sort the parts into each large manila envelope as follows:

A	B	C
1 battery	3 bulbs	5 batteries
2 cases	1 case	1 reflector
2 reflectors	2 lenses	1 lens
1 top	1 connector ring	2 tops
2 connector rings	1 student handout	1 student handout
1 student handout	2 nametags marked "Diplomat B"	2 nametags marked "Diplomat C"
2 nametags marked "Diplomat A"	4 50-unit bills	4 50-unit bills
4 50-unit bills	1 transaction record sheet	1 transaction record sheet
1 transaction record sheet		

- Identify three areas in the classroom where each "nation" can sit in close-knit groups and as far from each other as possible.

- Identify three neutral negotiating sites away from each nation. (In the example below, ◯=nations, △=negotiating sites.)



PROCEDURES

Setting the Stage: Day Before Simulation Begins (10-20 minutes)

1. Explain that the students will participate in a simulation. You may wish to define "simulation" (see Introduction).

2. Stimulate student interest with a preliminary discussion, e.g., ask students: Why do you think trade exists between nations? What do you think would happen if all international trade stopped? Tailor the discussion to your curricular needs.

   Acknowledging that these questions do not have simple answers, you can explain that the next day's activity simulates today's world where answers to these questions are worked out every day in business and in government. In the activity, they will be diplomats, leaders and citizens of countries which are trying to meet their various societal needs.

3. Select three student monitors who will oversee each of the three negotiating sites. Give them Student Handout #2 to read. Their task is to enforce the rules and time limits and to serve as neutral observers of the negotiations between nations. Note: Perceptive, talkative students do well in this role since they can add insightful observations during the debriefing period.

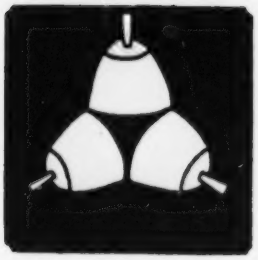
4. Divide the remaining students into three nations and have them meet as nations in order to select roles.

5. Explain roles and write them on the blackboard. Each nation should have:

   1 **president**, who leads the group in making decisions
   1 **technician**, who builds the working flashlight
   1 **recorder**, who records supplies and transactions (see Transaction Record, Student Handout #3)
   6 **diplomats**, who meet with other nations' diplomats to negotiate transactions.

   Note: If there are less than 30 students in your class, reduce the number of diplomats. However, there must be at least two diplomats per group. If there are more than 30 students, extra students assist the president, technician or recorder.

6. While each nation's citizens are selecting their respective roles, talk with the monitors about their role. Clarify their duties and emphasize their role as observers rather than "police." Therefore, when they see an infraction, they try to stop it and remind the students of the rules. If, however, their attempts fail, they should ask the teacher for assistance. If students continue to break the rules, let it happen because it makes good debriefing material in the end. THE ONE-MINUTE TRADING RULE IS THE MOST IMPORTANT RULE TO FOLLOW FOR THE SIMULATION TO RUN SMOOTHLY.



Explaining the Simulation Rules: Day Simulation Begins (10-15 minutes)

1. Label the three negotiating sites: A/B, B/C, C/A.

2. Ask students to assemble into their three nations. Assign one student monitor to each of the three negotiating areas.

3. Announce the objective of the simulation in these words: "The objective of the activity is for each nation to get a complete working flashlight." (Note: the word "activity" is used instead of "game" so that competition is NOT implied. Also, who completes it first is not important, but should not be stated. If they ask, just repeat the objective as quoted above.)

4. Explain that each nation will receive a packet of flashlight parts, play money and instructions, but will need to trade with others to get a complete working flashlight. If students ask, you may tell them there are enough flashlight parts collectively provided to complete three working flashlights.

5. Explain the rules for trading (you may want to list the underlined parts on the blackboard):

   a. Groups can communicate with each other only through their diplomatic representatives.

      1) Only two diplomats from each country (wearing the nametags provided) go out each negotiating period--one to negotiate with each of the other two nations.

      2) Diplomats must learn the desires and policies of their nations and carry them out as best they can.

      3) New diplomats are appointed after the completion of every set of two negotiating rounds. (Hopefully there will be at least five rounds of transactions so that everyone assigned to be a diplomat has an opportunity to be one. If not, it doesn't matter because all citizens should be involved in planning trading strategies.)

b. **Diplomats meet in negotiating areas.** These areas are labeled A/B, B/C, and A/C, to indicate which two countries are involved.

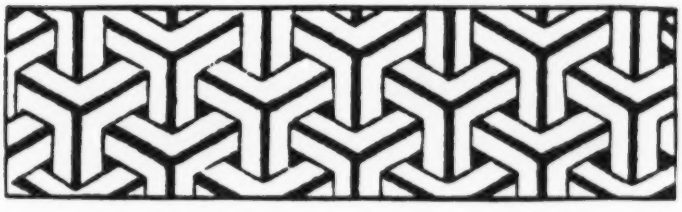
1) MEETING TIMES ARE LIMITED TO PERIODS OF ONE MINUTE EACH. The teacher will announce when these periods begin and end.

2) AT EACH DIPLOMATIC MEETING ONLY ONE TRANSACTION CAN BE MADE. A transaction includes one exchange of parts, although the number of parts being exchanged is unlimited. (The teacher may wish to demonstrate a legal transaction, e.g., one pencil for two paper clips.) Diplomats may not return to their own nation during a one minute negotiation.

3) EACH NEUTRAL ZONE WILL BE MONITORED BY ONE STUDENT WHO KNOWS THE RULES THOROUGHLY AND WILL ENFORCE THE RULES. (You might want to make them "official" by giving them a badge.)

c. After each negotiating period, nations will have time (three or four minutes) to plan for the next negotiation.

6. If students have questions after you've explained the rules, tell them to discuss them within their nation first. If a question remains unanswered and all members agree that the question should be asked, then the teacher may be addressed. (This will help students begin to function as a group.) Mention that basic rules are on the instruction sheets they are about to receive.



Playing the Simulation (20 minutes)

1. Distribute the packets of flashlight parts to nations A, B, and C. Announce that each nation has five minutes to read the instructions and plan out what its diplomats will do in the first negotiating period. Remind nations to record names of diplomats on the transaction record so they know who goes out during which transaction periods.

2. While nations are discussing their plans, meet with the three student monitors. Review their duties and assign them to a particular negotiating area.

3. Before beginning the negotiations, ask for final questions about the activity. Once the activity starts, the teacher should keep a strict timetable and not answer any further questions.

4. Begin. Announce the first negotiating period and help diplomats find their respective negotiating areas: A/B, B/C, and A/C.

5. If any nation needs technical information about how to put the flashlight together, tell them they must negotiate (or trade) with another group for this technological information.

6. Stop the activity when all three nations have assembled working flashlights. Even though a flashlight may work, check to see that all parts are included, especially the plastic connector ring. Or you may prefer to choose to set a time limit for the activity. Usually the simulation takes about five negotiating rounds before at least one nation, and probably all nations, have completed their flashlights.

7. IMPORTANT: allow at least 10 minutes at the end for debriefing individual feelings and reactions and group assessments.

8. CAUTIONS:

   a. Do not encourage or discourage competition. Allow students to follow any mode they select. The activity is set up so that cooperation is difficult, but so is the present international system. The goal is for each nation to get a working flashlight, not necessarily to be the first nation to accomplish it.

   b. According to the rules, diplomats must take the parts they want to trade with them to their neutral negotiating areas. You may wish to tell the student monitors to be lenient on enforcing this rule.

Discussing and Debriefing

This section plus the follow-up assignment account for the principal learnings from the simulation. Record the first day's debriefing responses (on the blackboard or on butcher paper) for future reference when discussing analogies from the real world. According to your curricular needs, the discussion following the debriefing may pursue any topics related to international trade and economics.

1. FIRST DAY: DEBRIEFING INDIVIDUAL REACTIONS (10 minutes)

   a. How are you feeling about your participation in the game? (For example, sad, angry, powerful, happy, frustrated, excited, competitive, confused, surprised, cheated, nationalistic, suspicious)

   b. What did you do that made you feel that way? (For example, argued, nothing, got my way, lied, communicated honestly, led my nation, made a good trade)

   c. What did others do that made you feel that way? (For example, lied, made cooperative gestures, made trades for needed items, withheld information, were aggressive)

   d. Ask diplomats, monitors, and those citizens who stayed at home what was the most difficult, interesting, or frustrating aspect of their job? Did they feel free and in control of themselves?

   Make two headings to record responses. List the feelings first, then the behaviors that caused those feelings. For example:

Feelings	Behaviors
Powerful	Got what I wanted
Frustrated	People ignored me
Confused	Didn't learn the rules
Disappointed	Couldn't get our flashlight to work
Angry	Someone yelled at me
Bored	Just sat and watched
Abused	Diplomats of my country lied

2. FIRST DAY: DEBRIEFING GROUP ASSESSMENTS

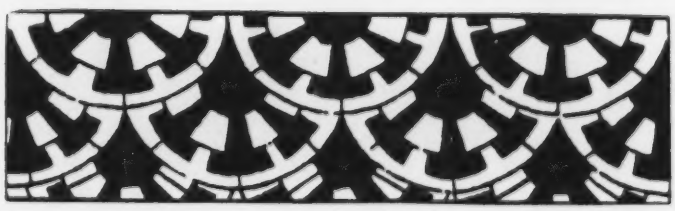
   a. First ask "foreign countries" for their opinions of each respective nation. For example, ask nations B and C what they thought about A, then ask A and C what they thought about B, etc. Record the opinions (see sample chart below) and also the reasons why they hold those opinions.

b. Next, ask the citizens of each nation if they agree with the description they have just been given. Why or why not? Ask each nation to describe themselves (i.e., their policies, values, strategies).

c. After listing all opinions, you may continue the discussion by asking: Why do you feel your description is correct? When the diplomat role was filled by different people, did your opinion of the nation change also? Hopefully, there will be contrasting opinions about the same nation and you may explore how all opinions may be right and wrong in varying degrees depending on one's perspective.

Sample chart:

	Of A	Of B	Of C
A's view			
B's view			
C's view			



3. SECOND DAY: CONTINUING DISCUSSION

a. List the distribution of parts on the blackboard. Ask: Was there anything about the distribution of parts which gave each nation an advantage or disadvantage in the activity? What? You may want to relate this question about resources to the characteristics certain nations exhibited in the activity. For example, nation A may have been "stubborn" about trading, but that may have been because they only had one thing to offer.

b. What could your nation have done:
   1. to change the impression others had of you?
   2. to get a working flashlight more rapidly?
   3. to improve communication and decision making in your own nation?

   In each of the above situations, what would be sacrificed in the process?

c. What do you think your groups would have done if they knew the trading would be limited to four transactions?

d. If some students thought that their nation was dishonest, what did they do about it? Did they care?

e. What did student monitors observe about communication between diplomats? Did communication breakdown? If so, in what ways, and what may have been the cause? Did their perceptions of other nations change when the diplomats changed?

4. ANALOGIES IN THE WORLD

a. What aspects of the simulation resemble the situation of nations in the world today? What is different? Record answers. Be sure to consider the following items: the role of money (i.e., money is only given a role if two or more parties agree that it has a value); each nation's feelings about trading; the distribution of world resources; the attitudes and perceptions which people expressed; the influence of ideology and values on perception; the importance of trade; international interdependence; whether or not every nation was successful in obtaining a flashlight; the length of the activity; and intra-group and inter-group communication.

b. What word can be used to describe the relationship between nations which depend on each other to meet their needs? Answer: interdependence. Ask for examples of interdependence in the simulation and in the world. What kinds of skills and attitudes are necessary to live in today's complex and interdependent world?

c. In an interdependent world, cooperation is difficult but necessary and it occurs in many forms. Referring to the simulation, ask why some groups traded smoothly, while others had trouble communicating and trading? What hindered cooperation? How can we relate this to current conflicts between nations today? What "rules" govern the behavior of nations as they interact with each other in the real world?

   Are there other reasons for trading besides just wanting another nation's part? What factors influence the trading of "parts" and resources in the world? (For example, historical events, government policy, ideology, prejudice, miscommunication, resource distribution, human rights, religion, ethics, values, goodwill, language, culture, military policy, and alliances.)

d. In what ways does this simulation resemble the current world situation? What kind of nation did Nations A, B, and C represent?

   What do the batteries symbolize? (energy)
   What do the bulbs symbolize? (technology)
   What do the cases symbolize? (heavy industry)

   Although this simulation was designed without specific countries in mind -- and therefore there are no right and wrong answers -- nation A (some energy resources/highly industrialized) might approximate the United States, nation B (high technological level/energy poor) might approximate Taiwan or Japan and nation C (energy rich/low technological level) might approximate Saudi Arabia.

e. Upon what do we base our perceptions of other countries? On what basis might we change our perceptions? (For example, new information, new government policies, changing economic needs, direct experience in another country.)

f. What did you learn about the international scene (particularly trade or relationships among nations)? What did you learn about yourself or American society?

g. Some groups may bicker over who "won" the simulation. In the end, does it really matter who did it "first" as long as each country eventually satisfied its needs? Is it preferable for a nation to trade so it can be the first to have everything? What other factors must be considered (e.g. food, clothing or health care distribution, alliances, ethical issues)? With every trade, is there necessarily a "winner" or a "loser"? Why is it so important for those who are bickering about it?

5. POINTS TO BE BROUGHT OUT IN THE DEBRIEFING DISCUSSION

a. There is a need to cooperate, both within and outside of one's own group because we are living in a complex, interdependent world. Interaction or cooperation is not the same as respecting another nation or liking its people.

b. When we interact with other nations, sometimes our values and goals coincide, and sometimes they conflict. Accordingly, nations respond in a variety of ways, partially depending on their relative positions in the world vis a vis those nations with which they interact.

c. Conflicting values and goals both result in and are shaped by misperception and stereotypes of others. Knowing the sources of our opinions and perceptions is important. Consider the role of various kinds of media in shaping our perceptions. Often, misperceptions and stereotypes are grounded in our emotional reaction to a particular situation. For example, in the simulation, based on the behaviors and attitudes of the diplomat, we generalize about his/her country's philosophy and ideology; however, it is not fair to meet one person, or even a few people, and make judgments about that country based on those initial perceptions.

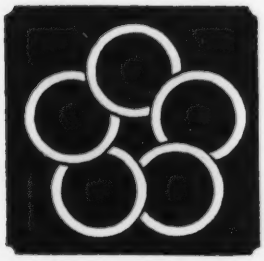
d. Communication between cultures is very difficult. Have students reflect on the fact that though they were all speaking English and share many American values and common experiences, communication/interaction still broke down. (Have students speculate on what facilitated a successful trade and what obstructed smooth relations.) Our own country's philosophy or ideology affects our perceptions of other countries. This could lead to potential miscommunication.

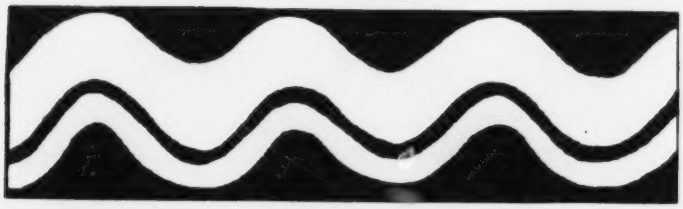
e. Human beings often project feelings about themselves onto the behavior of others. This often blinds us to seeing the way we are perceived by others. For example, group A feels that group B is greedy by not sharing or selling a part to them. Group A never stops to ask itself why it wants the part in the first place.

f. The actions of students during the simulation do not necessarily represent their character or actions outside of the simulation, yet their responses during the simulation are real. Therefore, students must take responsibility for their actions and reactions throughout the activity, and perhaps learn something new about themselves.

g. The students were never told to compete and yet competition is often seen as the only way to complete the flashlight. This may reflect the fact that competition is encouraged in the United States and thus, in this simulation a competitive stance was naturally assumed.

h. The simulation is an artificial simplification of a more complex reality. Therefore, we have to recognize that since the activity cannot completely or precisely correlate to reality, the discussion is fairly speculative and based upon generalizations.





LIVING IN A GLOBAL AGE

Object of the game for your nation: to get a working flashlight. A working flashlight must be put together correctly, containing the following parts:

2 batteries
1 case
1 top
1 reflector
1 bulb
1 plastic lens
1 plastic connector ring (Note: international law requires a connector ring for safety purposes)

Make sure that your nation has people filling the following roles:

1 president, who leads the group in making decisions,
1 technician, who assembles the parts into a working flashlight,
1 recorder, who keeps written account of supplies and transactions on Transaction Record sheet, Student Handout #3, and
6 diplomats, who meet with other nations' diplomats to trade (if your group has less than 9 people reduce the number of diplomats)

IMPORTANT NOTE: Only two (2) Diplomats work during each negotiating period. After every two negotiating periods, diplomats change. Decide which two diplomats will represent your nation during the first two negotiating rounds, which two diplomats for negotiating rounds #3 and #4, etc. Recorder should write names in the appropriate spaces on the Transaction Record sheet. If the activity lasts longer than six negotiating rounds, diplomats should just repeat their order.

Rules for meetings between diplomatic representatives of different nations:

1. Representatives may not go directly to other groups; instead, they must meet with other representatives in a neutral zone only during official negotiating periods.

2. Representatives' negotiating periods are:
   a. limited to one minute, and
   b. limited to one transaction (that is, only one exchange of parts, advice or money may occur).

3. Representatives cannot take their nation's packet outside of the group.

Suggestion: Your representatives' first mission might be to find out what parts other nations have.

STUDENT MONITOR ROLE SHEET

As a student monitor, you play an important role as a neutral observer of the simulation activity. You will be stationed at a neutral negotiating site designated by the teacher. Here, you will observe transactions and enforce the following rules:

1. Groups can only communicate with each other through their diplomatic representatives. New diplomats are appointed after the completion of every set of two negotiating rounds.

2. Diplomats of other countries can only meet with each other in the neutral negotiating areas. Their negotiating periods are limited to one minute; these periods are regulated by the teacher.

3. Only one transaction may occur during each negotiating round. A transaction is defined as one exchange of parts, advice or money, although the quantity of parts, advice and money is not limited.

In addition to enforcing these rules, you should also pay attention to the following items:

1. How well do the diplomats communicate with each other? What traits do they exhibit? For example, do they seem to be honest or dishonest? What evidence can you cite?

2. If communication breaks down, can you detect the source of the misunderstanding?

3. Do you perceive each country differently as the diplomatic representatives change? If so, why?

IMPORTANT NOTE: Although one of your responsibilities is to enforce the rules, a heavy-handed police role is unnecessary. If after one or two warnings, the students still refuse to listen to you, contact the teacher for assistance. The instance of breaking the rules is important to reveal in the discussion after the activity is finished because it shows some of the difficulties of "international trade".

TRANSACTION RECORD

Extra parts we have: (bargaining tools)	Parts we need:
Cross off/add as traded and received	Cross off/add as traded and received

Names of Diplomats	Rounds	What we traded: Group_____ Group_____
1)_____ Group_____	1	
2)_____ Group_____	2	
1)_____ Group_____	3	
2)_____ Group_____	4	
1)_____ Group_____	5	
2)_____ Group_____	6	
1)_____ Group_____	7	
2)_____ Group_____	8	

SPICE Stanford Program on International and Cross-Cultural Education

- Classroom-Ready Lesson Plans
- Reproducible Maps & Handouts
- Spiralbound Units
- Bibliographies and Appendices

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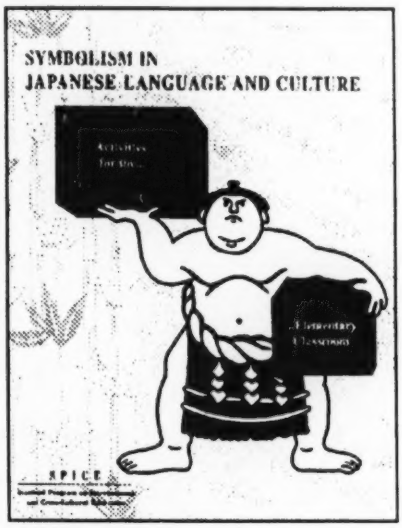

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